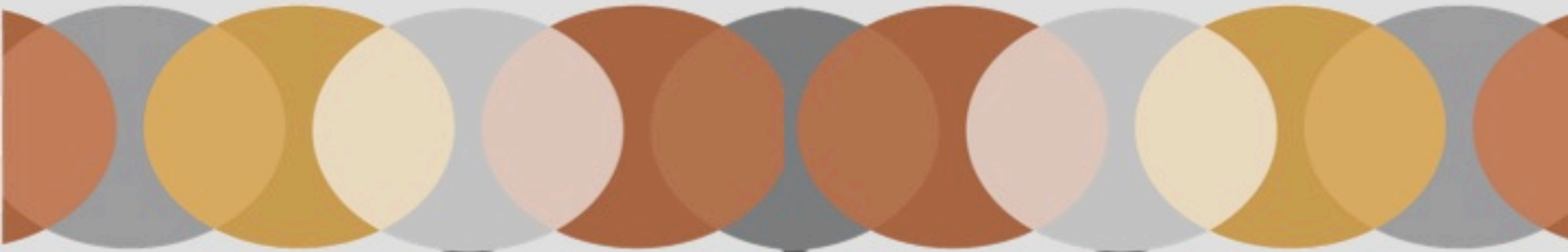


THE CORE SIX:

THE RIGHT RESEARCH-BASED STRATEGIES FOR BUILDING 21ST CENTURY LEARNING SKILLS



Introducing the Core Six

The Core Six is a collection of research-based strategies that will help teachers and students respond to the demands of the Common Core.



The Common Core Focuses on the *What* Rather than on the *How*

- Reading
- Writing
- Language
- Speaking and Listening
- Mathematics: Content and Processes



Nine Critical Themes in the Common Core State Standards

- Higher-order thinking
- Use of evidence to support positions and justify conclusions
- Integrating rigorous texts and helping students process them
- Collaboration, dialogue, and student presentations
- Regular writing in all content areas as a tool for learning, demonstrating understanding, and formal communication
- Research and media skills
- Technology and digital media
- Mastery and use of academic vocabulary
- Content has structure

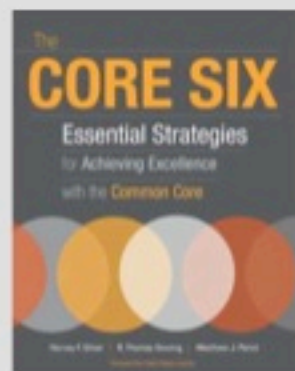
Agree or Disagree?

How we teach has a dramatic impact not only on what students learn, but on how they learn to think.



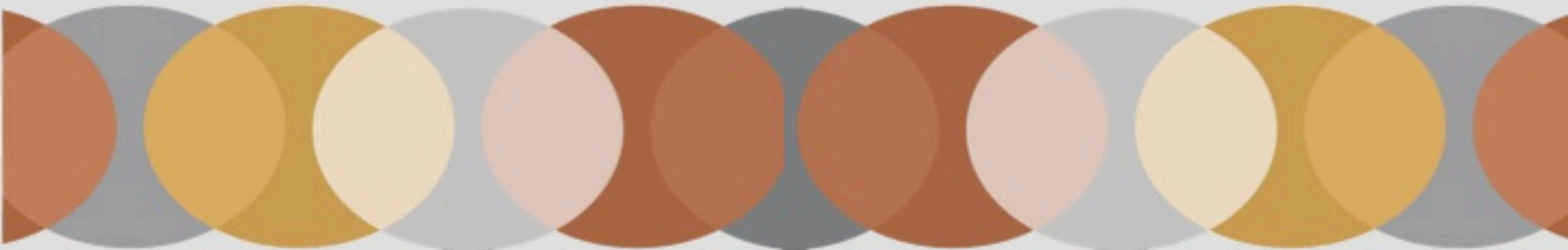
The Core Six

- Reading for Meaning
- Compare and Contrast
- Inductive Learning
- Circle of Knowledge
- Write to Learn
- Vocabulary's CODE



READING FOR MEANING

Reading for Meaning is a research-based strategy that helps *all* readers build the skills that proficient readers use to make sense of challenging texts.



Reasons for Using Reading for Meaning to Address the Common Core

- Managing text complexity
(Reading Anchor 10, Appendix A in ELA Standards)
- Evaluating and using evidence
(Reading Anchors 1 and 8, Writing Anchors 1 and 9)
- Developing the core skills of reading, including determining main ideas (Reading Anchor 2), analyzing characters and ideas (Reading Anchor 3), interpreting meanings (Reading Anchor 4), and assessing point of view (Reading Anchor 6).
- Interpreting visual and quantitative information
(Reading Anchor 7)
- Reading, interpreting, and solving complex mathematical problems (Mathematical Practices 1, 2, 3, and 7)



What is Reading for Meaning?

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.”

- A. C. Grayling, Financial Times (in a review of *A History of Reading* by Alberto Manguel)

“The habit of reading is the only enjoyment in which there is no alloy; it lasts when all other pleasures fade.”

- Anthony Trollope

“We read to know we are not alone.”

- C.S. Lewis

“If you can read this, thank a teacher.”

- Anonymous teacher



What is Reading for Meaning?

Is it reading words and understanding them?

Are	Between	Consists
Continuously	Corresponding	Curve
Draws	Variation	Graph
If	Isolated	With
Making	Only	Often
One	Points	Relation
Set	Table	Values
Variables	Known	



What is Reading for Meaning?

Draw a picture explaining your understanding of the text below.

If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.

-Basic Math, 1945



What is Reading for Meaning?

Is it reading words carefully?

I cdnuolt blveiee that I cluod aulacity uesdnatnrd what I was rdanieg. The phaonmeal pweor of the hmuan mnid. Aoccdrnig to a rscheearch sdtuy at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is that the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the word as a wlohe. Amzanig huh? Yaeh and I awlyas thought sipeling was ipmorantt!



What is Reading for Meaning?

Is it answering comprehension questions?

The Marmarining of Corolano

It is essential that you learn about corolano. Corolano is a new and powerful type of drebble-do. It is marmarined in Treslovia. The Treslovians stagomate huge quantities of fertunto and then quarm it to dirate corolano. Corolano may be one of our most oberized vactruxes in the future because of its ability to turn sharlotees into usable crumbums.

Where is corolano marmarined?
How is corolano dirated?



What is Reading for Meaning?



Reading for Meaning

What is it?

A reading strategy that uses simple statements to help students find and evaluate evidence and build thoughtful interpretations.



What is Reading for Meaning?



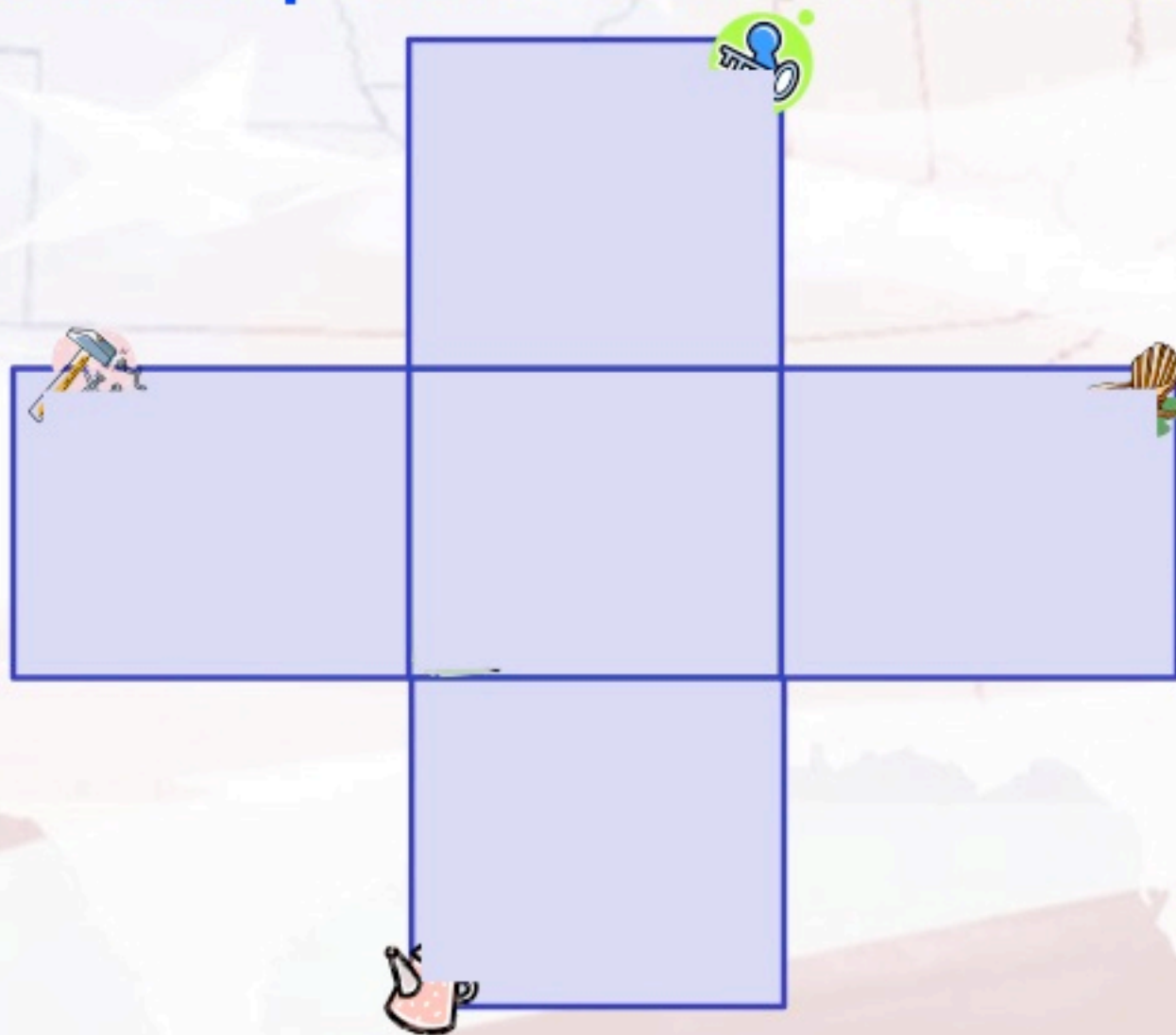
Reading for Meaning

- Present students with list of 'agree or disagree statements' about an assigned text (e.g., "Frog is a good friend.")
- Have students preview the statements and then begin reading the text.
- Ask students to indicate whether they agree or disagree with the statements based on what they read.
- Have students justify their agree/disagree positions by citing appropriate evidence from the text.



Reading for Meaning Sample Lesson: A Study in the Power of Words

The Five Episodes of Effective Instruction





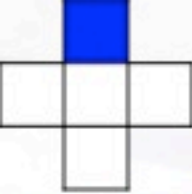
**Preparing
Students for
New Learning**

**Deepening
& Reinforcing
Learning**

**Presenting
New Learning**

**Reflecting On
& Celebrating
Learning**

**Applying
Learning**



Mental Companions

What voices have helped you define who you are?
Identify one of these voices and explain how it has influenced you.



Famous Speeches

There are many famous Americans whose voices have played an important role in our American heritage.



**Frederick
Douglass**



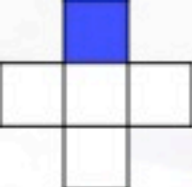
**John F.
Kennedy**



**Franklin D.
Roosevelt**



**Martin Luther
King, Jr.**



Famous Speeches

There are many famous Americans whose voices have played an important role in our American heritage.



**If there is no struggle,
there is no progress.**
Frederick Douglass



**Ask not what your
country can do for you
— ask what you can do
for your country.**
John F. Kennedy



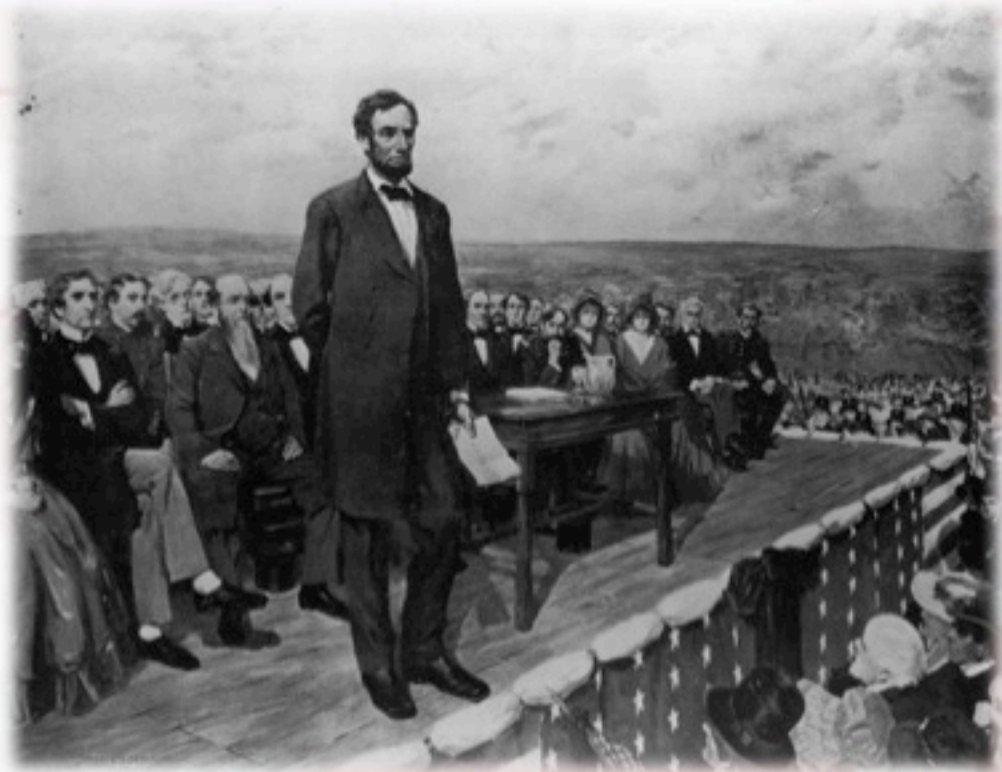
**The only thing we have to
fear is fear itself.**
Franklin D. Roosevelt

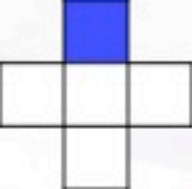


**I have a dream that my
four little children will
one day live in a
nation where they will
not be judged by the
color of their skin,
but by the content of
their character.**
Martin Luther King, Jr.

Famous Speeches

Today we're going to look at the words from a great speech given by Abraham Lincoln at Gettysburg to honor the soldiers who fought and died there in the Civil War.





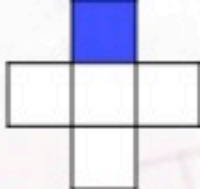
Famous Speeches

Essential Question:

Is Lincoln's speech as relevant today for all Americans as it was on Thursday, November 19, 1863?



Backwards Learning



What is my task?

To write an editorial in which I discuss the importance of Lincoln's message at Gettysburg and what it means for Americans today.

What do I need to know?

- What Lincoln said in his speech
- Why his speech was important
- How it's relevant to Americans today

What will I need to be able to do?

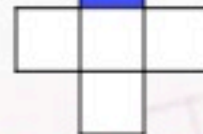
I need to be able to write an editorial using evidence from the text to support my position.



For more information on Backwards Learning, see *Tools for Thoughtful Assessment* (p. 18).



Vocabulary Knowledge Rating



Terms	I've never seen or heard of this term	I've seen or heard of this term, but I know little/nothing about it	I know this term, but I couldn't give a complete explanation or example of it	I can explain this term in my own words, give an example, and use it in conversation
Dedicate	1	2	3	4
Hallow	1	2	3	4
Consecrate	1	2	3	4
Devotion	1	2	3	4
Nobly	1	2	3	4
Resolve	1	2	3	4
Perish	1	2	3	4



For more information on Vocabulary Knowledge Rating, see *Tools for Thoughtful Assessment* (p. 14).

**Preparing
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New Learning**

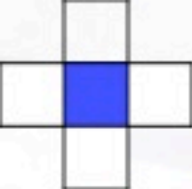
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**Presenting
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**Reflecting On
& Celebrating
Learning**

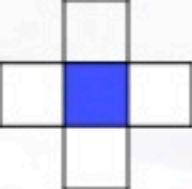
**Applying
Learning**



Reading for Meaning Statements

Steps:

1. Review *Reading for Meaning* statements.
2. Formulate initial responses to statements.
3. Then read The Gettysburg Address.
4. While reading, look for evidence that supports and/or refutes each statement.
5. Meet with other classmates to see if you agree or disagree with the statements.
6. If you can't arrive at a consensus, discuss how you might modify the statement so you can all agree with it.



Reading for Meaning Statements

Read the statements below and take a critical stance. Use evidence from Lincoln's speech to defend your position.

Agree or Disagree

- The primary goal of the speech was to honor the soldiers who had fought and died.
- Lincoln believed that our nation was at a crossroads.
- Lincoln took his listeners on a journey through time.
- Lincoln would agree that actions speak louder than words.
- The style of the speech (separate from its content) contributes to its power, persuasiveness, and beauty.

Reading for Meaning as a whole addresses R.CCR.1 (read closely, cite specific textual evidence to support conclusions drawn from the text).

Statements can be designed around other standards as well.

Identify main ideas and themes. (R.CCR.2)	The primary goal of the speech was to honor the soldiers who had fought and died.
	Lincoln believed that our nation was at a crossroads.
Analyze how and why individuals, events, and ideas develop, connect, and interact. (R.CCR.3)	Lincoln took his listeners on a journey through time.

Make logical inferences from a text. (R.CCR.1)

Lincoln would agree that actions speak louder than words.

Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone. (R.CCR.4)

The style of the speech (separate from its content) contributes to its power, persuasiveness, and beauty.

**Preparing
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The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. **We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.** It is altogether fitting and proper that we should do this.

EVIDENCE FOR

The primary goal of the speech was to honor the soldiers who had fought and died.



The Gettysburg Address

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

EVIDENCE AGAINST

The primary goal of the speech was to honor the soldiers who had fought and died.



The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Lincoln believed that our nation was at a crossroads.



The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Lincoln took his listeners on a journey through time.



The Gettysburg Address

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. **It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.** It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—**that this nation, under God, shall have a new birth of freedom**—and that government of the people, by the people, for the people, shall not perish from the earth.

Lincoln took his listeners on a journey through time.



The Gettysburg Address

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Lincoln believed that the outcome of the war had implications for the entire world, not just the United States.



The Gettysburg Address

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Lincoln would agree that actions speak louder than words.

**Preparing
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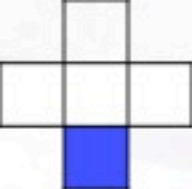
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Editorial

- Lincoln reminds us in the Gettysburg Address that the work of maintaining a “United” States of America remains unfinished. Do you agree or disagree with his thesis?
- A local university is developing a website to commemorate President Lincoln and is looking for editorial content related to his Gettysburg Address.
- Develop an editorial in which you discuss the importance of Lincoln’s message at Gettysburg and what it means to Americans today.

**Preparing
Students for
New Learning**

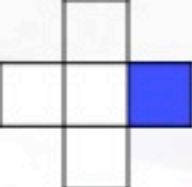
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**Applying
Learning**



What? So what? Now what?

What?

What did you do during this lesson?

So what?

What did this lesson teach you about yourself, the strategy, or the content?

Now what?

How can you apply, extend, or benefit from what you learned?



For more information on What? So What? Now What?, see *Tools for Thoughtful Assessment* (p. 239).

Agree or Disagree?

The lesson followed the five episodes of effective instruction.

The lesson addressed the Common Core State Standards.

The lesson used research-based tools and strategies.

The lesson covered the four cornerstones of effective teaching.

Weighing the Elephant



Read the text.

Identify the theme, main ideas, and key details in the reading that you want your students to focus on.

Develop four to eight thought-provoking statements for your students to examine before they read the text to help them focus on the themes, main ideas, and key details.

Weighing the Elephant

Almost two thousand years ago, there lived a very smart young Chinese prince named Cao Chong.

When the prince was seven years old, an envoy from Siam presented his father with a huge elephant. The king and his court had never seen a creature like this before, and they marveled at its great size and wondered how much it weighed.

“Why don’t we find out?” asked Cao Chong.

“How?” asked his father. “We don’t have a scale big enough!”

Cao Chong thought for awhile. “It’s not that hard,” he said. “Follow me to the river, and I’ll show you.”

Now, the important people in court—the lords, the ladies, the generals—all hesitated. They knew that Cao Chong was brilliant, but he was just a little boy. Everyone looked at the king to see if they should take Cao Chong seriously.

The king knew his son. Smiling, he rose from his royal throne and said to Cao Chong, “Go ahead. You are the commander. We’ll all follow your orders.”

Weighing the Elephant

So out they marched. Cao Chong and the king led the way, carried on a magnificent royal litter, followed by the big elephant decorated with silk and precious stones, generals and lords on horseback, the queen and princesses in sedan chairs, and servants and guards on foot.

As they went down the street, more and more people followed. By the time they arrived at the riverbank, Cao Chong had an audience of several thousand. Everybody was curious and anxious to see how a seven-year-old would weigh such a huge animal.

As soon as the royal family stopped, Cao Chong hopped out and started giving orders. First, the elephant was led onto a boat which sank several inches right away under the beast's weight. Cao Chong marked the boat's new water line with chalk and led the elephant out. Then he ordered servants to pile big rocks into the boat until it again sank to the marked water line. When the rocks were carried back to shore, he weighed them one by one on a regular scale. With an abacus, Cao Chong quickly added all of the weights. Finally, he looked up and announced: "The elephant weighs 130 dan."

The king heaved a sigh of relief and smiled broadly. He didn't say anything. There was no need to—the spectators were wild with applause, and all were proud of the young prince.

The Goal: Generate A Diverse Collection of Reading for Meaning Statements

- 1) Statements that ask students to **read the lines**
- 2) Statements that ask students to **read between the lines**
- 3) Statements that ask students to **read beyond the lines**
- 4) Statements that ask students to **react to the lines**





1) READ THE LINES

- **Statements that ask students to determine what the text says explicitly** (Reading Anchor Standard 1)

Example:

The people in the story didn't know what an elephant was.

Evidence FOR: "The king and his court had never seen a creature like this before."

- **Statements that help students acquire new vocabulary knowledge** (Language Anchor Standard 6)

Example: *An abacus is a tool for counting or calculating.*

Evidence FOR: "With an abacus, Cao Chong quickly added all of the weights."



1) READ THE LINES (continued)

- **Statements that check students' ability to use context clues** (Language Anchor Standard 4)
 - Pick critical terms/phrases (critical to the story's meaning *plus* valuable to know) – e.g., “sigh of relief” or “marveled”
 - Generate statements that require students to figure out the meaning of those terms/phases using context clues.

Example: *The people were amazed by the elephant's size.*

Evidence FOR: The people marveled at its great size.

Example: *The king was confident the prince would succeed.*

Evidence AGAINST: *The king breathed a sigh of relief.*



2) READ BETWEEN THE LINES

- **Statements that check students' ability to make logical inferences** (Reading Anchor Standard 1)

Example: *The king was proud of his son.*

- **Statements that focus on main ideas/themes** (Reading Anchor Standard 2)

Tip: Use this structure to create a statement:

"Weighing the elephant: A study in _____."

Possibilities?

Example: *Cleverness makes the impossible possible.*

Tip: Generate a headline for the story. Use it as a statement.

Example: *Children can be smarter than adults!*



3) READ BEYOND THE LINES

- **Statements that check students' ability to make logical inferences** (Reading Anchor Standard 1)
 - Here, the focus is on statements that require students to think beyond the story or make predictions.

Example: *The prince will make a good king someday.*



4) REACT TO THE LINES

- **Statements that check students' ability to connect with the reading on a personal level**

Example: *The prince is someone I'd want to have as a friend.*

Advantages of generating different types of statements

- Engage different kinds of thinking/learning skills
- Address different Common Core Standards
- Appeal to different styles of learners



If you have trouble generating statements...



Begin by generating *questions* rather than statements.
Then turn your questions into statements.

Example: Does the prince exhibit qualities of a good leader?



The prince exhibits qualities of a good leader.



Weighing the Elephant

Sample Reading for Meaning Statements

- People are intrigued by things they have never seen before.
- Children can be smarter than adults.
- You can tell what a child will be like as an adult by the way he or she goes about solving problems.
- A good leader needs to be creative and clever.
- The king and his court were amazed at the great size of the elephant.
- The king was very confident that his son, the prince, would be able to meet the challenge.
- The young prince was very clever.
- The people were excited to learn how much the elephant weighed.
- The king was surprised that someone so young could solve the problem of how to weigh the elephant.
- The young prince will make a good king someday.
- Cleverness makes the impossible possible.